Mini lesson - interview

**Teacher Candidate:** Ja’Corey Hagger

**Grade Level:** 3rd  **Date of lesson:** 11/16/11

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

3SS3: Discuss reasons why communities are established, how individuals and families contribute to the development of the community, and how communities change over time.

3SS3.a: Describe ways in which language, food, crafts, customs, architecture, and the performing ways in which visual arts serve as expressions of culture and influence the behavior of people living in the community.

3E3a.13: Evaluate different evidence (such as facts, statistics, quotes testimonials) used to support claims.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students have been introduce to the idea of interviews through watching television news reports and are also use to asking people questions to find out information. The students have also had a mini lesson on note taking and resourcing skill.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

TSW:

* Describe characteristic of a good interview
* Make connections between historical events an individual’s personal experience and contributions to the common good
* Conduct interviews about history and culture from their region
* Describe the affect the culture had on the behavior of the people

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

* (Informal Assessment) students will be observed as they are creating their questions for the interview. I will observe if they get down the important facts from the interview (things about the culture and history of their specific region).
* After conducting their interview students will be observed on the way evaluate different evidence (they will use the computer and other resource to check the information given to them).

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* Index card
* Recording devices (paper, pencil, tape recorder, and or camera)
* Interviewees
* Computers

**Teaching Model/Strategy**:

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Inquiry – students are given the tools they need to come up with their own questions and conduct their own interview

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

Teacher- Let’s imagine, that I am going to interview you (students) today for the school newspaper, about your life experiences. Let’s think about some questions that would be appropriate and not appropriate (T-chart) during the interview.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

As a class we will go over the t-chart created by the class and discuss how good interviews don’t just happen, but instead are planned. They ask specific questions and stay on topic.

During this week we will be conducting an interview with a person who is from a specific region. (Students will be broken into groups based on interest- about 7 groups with 2-3 people in each group) We want to find out about history and culture of this region from the person we are going to interview. We will take notes on what the person says tells us and then we will look evaluate different evidence used to support claims on the computers.

Each group will be given an index card and asked to write down 3 general questions together that could be used in the interview to determine this information. (I will explain that we need to agree on five general questions to be used in our interview)

After about 3 minutes I will ask each group to volunteer and share their questions writing each on the board. After all questions are listed we will reach a consensus on five general questions to be used in our interviews. After the students have agreed on the five general questions, they will create more in depth questions to ask the interviewee. (Students will be using the interview as a part of their final oral presentation.)

Each group has a designated person to interview for their region. Interviews will come into the class and students will introduce themselves and meet the person who they will be interviewing based on the region they have. Students will conduct their interview as a group and designate jobs for each student. (Interviewer-note taker- resource) the resource will then evaluate different evidence used to support claims on the computers

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

We will come back as a class and students will individually complete a 3-2-1 (three things you learned, two things that made you go hmmm and one question you still have. As a group students will share something interesting that they found out about the person they interview.